

# PALS Mid-Year Recommended Tasks

for monitoring progress of reading and spelling skills

| PALS-PreK   |  |              |                        |
|---|--|--------------|------------------------|
| Follow the same administration protocols as in fall. If the child achieved the maximum score on a task in fall, you may choose to omit this task at mid-year.     |  |              |                        |
| PALS-K  |  |              |                        |
| Follow the same administration protocols as in fall. If the child achieved the maximum score on a task in fall, you may choose to omit this task at mid-year.     |  |              |                        |
| PALS Plus (grades 1-8)  |  |              |                        |
| <i>May omit word lists on which fall score = 20</i>   | First Grade  | Second Grade | Third Grade and higher |
| Preprimer Word List   | ✓  |              |                        |
| Primer Word List  | ✓  |              |                        |
| First Grade Word List   | ✓  | ✓            |                        |
| Second Grade Word List  |  | ✓            | ✓                      |
| Any additional word lists needed to identify highest one on which student can read 15 or more words correctly, when words are flashed for less than a second each | ✓  | ✓            | ✓                      |
| Spelling, including spelling feature scores   | ✓  | ✓            | ✓                      |
| Oral Reading in Context   | Recommended for the passage that corresponds to the highest word list on which the student read 15 or more words correctly when words flashed for less than a second each. |              |                        |
| Letter Sounds   | Recommended if this task was administered in fall and score was less than maximum score.   |              |                        |
| Alphabet Recognition  |  |              |                        |
| Concept of Word   |  |              |                        |
| Blending  |  |              |                        |
| Sound-to-Letter   |  |              |                        |